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## APPENDICES

### APPENDIX A

#### Speaking Test Instrument/Pre-Test and Post-Test Questions

- **Pre-Test Question:** Choose one of your family members. Describe that person orally in front of the class in English. Ensure the description includes at least 3 aspects: physical appearance, personality, and distinctive features. The presentation must last for 3-5 minutes.
- **Post-Test Question:**
  1. Work in pairs, but each student chooses a different person to describe (a friend, family member, or famous person).
  2. Describe the person using three aspects through a mind map:
    - Physical appearance
    - Personality
    - Special or unique features
  3. Students came to the front of the class in pairs; however, each students delivered an individual presentation lasting approximately 3–5 minutes.
- **Instructions for pair sharing:**
  1. Please introduce yourself first.
  2. Then, present the description of the person you chose.
  3. Speak clearly and confidently for 3-5 minutes.
  4. After your presentation, the teacher may ask follow-up questions in English.

## APPENDIX B

### Instrument Pre-Test & Post-Test

No	Assessed Aspect	Description	Score			
1	Fluency	The smoothness of speaking without excessive pauses or repeated words.	1	2	3	4
2	Accuracy	The correct use of grammar, vocabulary, and pronunciation.	1	2	3	4
3	Confidence	The level of self-assurance when speaking in front of others.	1	2	3	4

$$\text{Average score} = \frac{\text{total score}}{12} \times 100$$

## APPENDIX C

### Classroom Observation Sheet

Purpose: To assess student participation and behaviour during the implementation of the Think-Pair-Share strategy.

No	Observed Aspect	Description	Score			
			Score 1 (Very Low: 31-59)	Score 2 (Low: 60-69)	Score 3 (Moderate: 70-79)	Score 4 (High: 80-100)
1	Engagement in the <i>Think</i> stage	Students think and write down ideas before the discussion.	Does not think or write ideas at all	Thinks and writes ideas minimally	Thinks and writes ideas adequately	Thinks and writes ideas clearly and independently
2	Activeness in the <i>Pair</i> stage	Students discuss and exchange ideas with their partners.	Does not participate in pair discussion	Participates hesitantly and inconsistently	Participates actively with the partner	Participates very actively and cooperatively
3	Ability to express ideas in the <i>Share</i> stage	Students speak in front of the class clearly.	Cannot express ideas clearly	Expresses ideas unclearly with hesitation	Expresses ideas clearly with minor hesitation	Expresses ideas clearly, fluently, and confidently
4	Collaboration with a partner	Students work cooperatively during the discussion.	Does not cooperate with the partner	Cooperates inconsistently	Cooperates appropriately	Cooperates very well and supports the partner
5	Responses to teacher or peer feedback	Students respond appropriately and politely.	Does not respond or responds impolitely	Responds sometimes inappropriately	Responds politely and appropriately	Responds politely, accurately, and confidently

$$\text{Average score} = \frac{\text{total score}}{20} \times 100$$

#### Notes:

Give a score by putting a check mark (✓) in the appropriate score column (1, 2, 3, or 4) for each observed aspect based on the student's participation and behaviour during the implementation of the Think-Pair-Share strategy.

## **APPENDIX D**

### **Semi-Structured Interview Guide**

Purpose: To obtain qualitative data about students' experiences during the implementation of the Think-Pair-Share strategy.

1. What are the dominant feelings you experience when speaking English in front of the class? Why?
2. What is your opinion about the TPS method?
  - a. Does it help you speak English more fluently? Why?
  - b. Does it help you speak English more accurately? Why?
  - c. Does it help you feel more confident speaking English? Why?
3. What needs to be improved when learning to speak English using TPS more effectively?

## LESSON PLAN DESCRIPTIVE TEXT TEACHING MODULE

### 1. GENERAL INFORMATION

#### A. School Identity

School Name : UPTD SMP NEGERI 7 KUPANG

School Address : Fetor Funay

Fase/Class : D/VIII

Complers' Name : Yohana Logha

Time Allocation : 2 X 40 minutes

#### B. Language Function (use)

Students' ability to describe people by identifying physical appearance and personality.

#### C. Pancasila Student Profile

- 1) Have faith, be devoted to God Almighty, and have a noble character.
- 2) Global Diversity.
- 3) Mutual Cooperation.
- 4) Independent.
- 5) Critical Reasoning.
- 6) Creative.

#### D. Facilities And Infrastructure

Dictionary, LCD, White Board, Boardmarker, etc.

#### E. Target Students/ Phase

VIII/D

## **F. Learning Model**

Genre-Based Approach.

## **2. CORE COMPONENTS**

### **A. Learning Objectives**

- 1) Students are able to identify the structure of a Descriptive Text (Identification and Description).
- 2) Students are able to find adjectives used to describe a person.
- 3) Students are able to write a short description of someone (a friend, family member, or famous figure).
- 4) Students are able to present the description orally in front of the class.

### **B. Meaningful Understanding**

- 1) Students are able to recognise and analyse the structure of a descriptive text, particularly the identification and description sections, so they can clearly understand how information about a person is organised and presented.
- 2) Students are able to understand how adjectives function in describing appearance and personality, enabling them to select precise and meaningful words when portraying someone in written or spoken form.
- 3) Students are expected to develop sensitivity in observing human characteristics, both physical and non-physical, so they can

appreciate the uniqueness of individuals and express these observations through descriptive language.

- 4) Students are able to connect descriptive writing with real-life communication, such as introducing people, describing friends or family, and presenting public figures, helping them use English authentically in daily social interactions.

### **C. Triggering Questions**

- 1) Have you ever described a person in English before?
- 2) What words do you know to describe someone's appearance?

### **D. Learning Preparation**

- 1) Preparing facilities and infrastructure for learning.
- 2) Seeing the readiness of students before learning begins.
- 3) Writing learning steps from beginning to end.

### **E. Learning Activities**

#### **Meeting 1.**

##### **I. Pre-Activities (15 minutes):**

- Preparing students to carry out learning (prayer, greetings, attendance, and preparing learning resources).
- Reviewing the previous material and conveying learning objectives.
- Asked questions about the description text.

##### **II. Core Activities (30 minutes):**

- A. Building Knowledge of the Field (10 minutes)

- The teacher explains about description text: Definition, generic structure.

B. Modelling of the Text (15 minutes)

- Teacher gives an example of descriptive text. Students listen carefully and then identify which parts represent the Identification and the Description.
- The teacher guides the students using mind mapping to identify the information contained in the example of the descriptive text, and then the students mention which parts represent the Identification and the Description.
- Each student reads the model Descriptive Text provided by the teacher.

C. Joint Construction of the Text/ Thinking Time (5-10 minutes)

- Students imagine the person they want to describe.
- Students write their initial ideas independently in the form of short notes, such as: who they want to describe, three physical characteristics, two personality traits, and one habit or unique feature.
- Students create a personal mini mind map containing basic information: Identification, Appearance, Personality, and Unique Traits.
- Students prepare one or two opening sentences of their own version, for example: “This is my friend Rina. She is a cheerful

girl with long black hair.” (The purpose is to ensure they are ready to contribute during the Pair and Share phases.)

- After all students have initial ideas, they work in small groups.

#### D. Pair Stage (5 minutes)

- Students share their ideas in pairs and agree on who they are describing.
- The pairs conduct peer checking: adjective selection, grammar accuracy, and structural suitability (Identification → Description).

#### E. Share Stage/ Independent Constructions/ Post-Test

- Each student presented the results of the discussion with their partner related to the descriptive text topic assigned by the teacher.
- The presentations were conducted individually and alternately, with each pair being given approximately 3-5 minutes to speak.
- Other students give feedback on clarity, completeness of information, and the use of adjectives.

### III. Post-Activities (10 minutes):

- Ice breaking
- Reflection on learning
  - ❖ What do you learn today?
  - ❖ Do you enjoy this class?

❖ What life values do you gain from today's lesson?

- Provide a quote:

*“Describing someone helps you see their strengths and helps you discover your own.”*

*“Every student has a bright light inside. Keep learning and let your light shine.”*

- Closing prayer

## **TEACHING MATERIALS DESCRIPTIVE TEXT (DESCRIBING PEOPLE)**

### **A. What is Descriptive Text?**

Descriptive text is a type of text that aims to describe an object (person, place, animal, etc.) clearly and in detail so that the reader can imagine the object.

### **B. Text Structure (Generic Structure)**

- **Identification:** The opening part that introduces who is being described.

Example: This is my friend, Ana. She is my classmate.

- **Description:** This part contains a detailed explanation of what has been introduced in the identification section. It usually includes physical appearance, traits, behaviour, function, or other interesting aspects.

- Physical appearance: hair, eyes, height, body shape
- Personality: kind, friendly, funny
- Special traits: hobbies, habits, talents

Example: She has long black hair. She is friendly and helpful. She loves drawing.

### **C. Linguistic Features**

Types of words/sentences used in descriptive text:

1. **Noun:** Used to name a person, place, animal, or object being described.

Example: cat, mountain, school, Rani, Jakarta.

Example in a sentence: Bali is a beautiful island.

2. Adjectives: Used to describe the characteristics or qualities of the noun.

Physical appearance: tall, short, chubby, slim, long hair

Personality: kind, honest, brave, shy, cheerful

Example in a sentence: "She has beautiful eyes."

3. Action Verb: Indicates actions or activities performed by the subject.

Example: run, eat, swim, play, sing.

Example in a sentence: "The dog runs fast."

4. Simple Present Tense: Sentences used to state facts, habits, routines, or general truths (things that are always true).

Uses is/are and has/have.

Examples:

She is tall.

He has curly hair.

#### D. Vocabulary

Categories	Examples
Hair	straight, curly, short, long
Eyes	big, small, brown, black
Skin tone	dark, fair, tan
Personality	friendly, calm, active, helpful

**E. Example of Descriptive Text (people)**

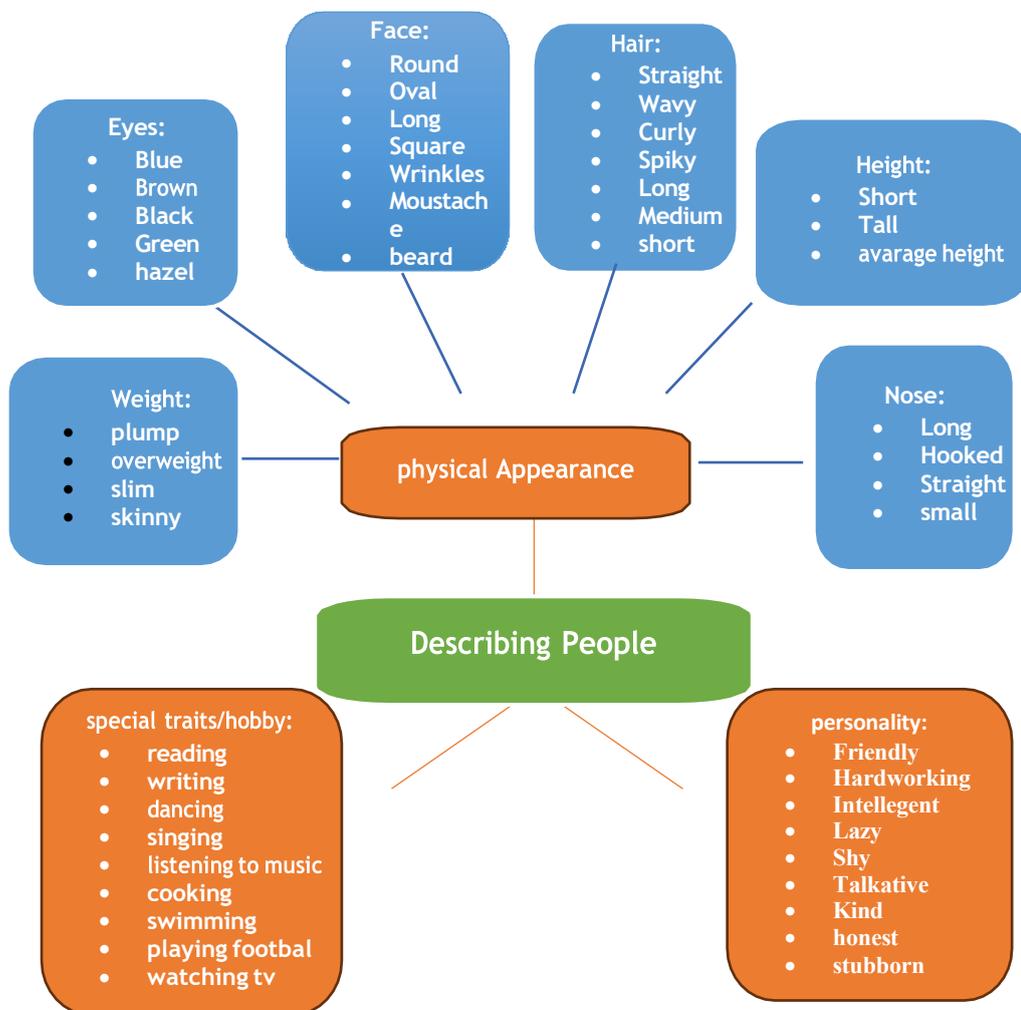
**My Best Friend, Rina**

Rina is my best friend. She is 14 years old and studies in the same school as I do. She has long black hair, bright eyes, and a sweet smile. She is tall and slim.

Rina is very friendly and helpful. She always helps her friends when they have problems. She loves reading books and drawing in her free time. Everyone likes her because she is kind and cheerful.

## F. Visual Material

- Mind map describing people



## **STUDENT WORKSHEET**

### **Activity 1 – Identifying the Object of Description**

Please join your assigned group and share the ideas you have prepared. Next, decide on one person to describe, then create a mind map based on the combined ideas of all group members. After the mind map is completed, review it to ensure accurate adjective use, correct grammar, and proper text structure.

### **Activity 2 – Short Presentation**

Each group selects one reader to present the text with a clear voice.

Presentation Checklist:

- Using appropriate adjectives
- Using is/are and has/have correctly
- Clear text structure (Identification–Description)

*Dok. Pre-Test*



*Dok. Treatment Process*



*Dok. Post-test*





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N o m o r : 098/WM.H4.FKIP/IZ/1/2026 Kupang, 12 Januari 2026  
Lampiran : 1 (Satu) Proposal  
Perihal. : Permohonan Izin Penelitian

Kepada Yth. : Kepala SMP Negeri 7 Kupang  
di  
Tempat

Dengan hormat,

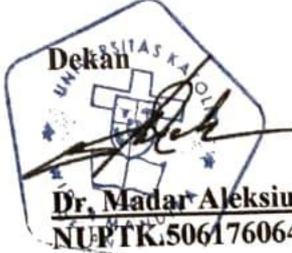
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Dalam rangka penulisan skripsi berjudul :  
**“THE ROLE OF THE THINK-PAIR-SHARE STRATEGY TO IMPROVE  
THE EIGHTH GRADE STUDENTS’ SPEAKING SKILLS AT SMP  
NEGERI 7 KUPANG ”**

Dengan lokasi penelitian : **SMP NEGERI 7 KUPANG**

Demikian permohonan kami, atas perhatian Bapak/Ibu, kami sampaikan limpah terima kasih.

  
**Dr. Madar Aleksius, M.Ed**  
NUP TK.5061760641130043

Tembusan :

1. Yth. Rektor Cq. Warek 1 Unwira
2. Mahasiswa Yang Bersangkutan



**PEMERINTAH KOTA KUPANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI 7 KUPANG**



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**SURAT KETERANGAN SELESAI PENELITIAN**

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**“THE ROLE OF THE THINK-PAIR-SHARE STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS’ SPEAKING SKILLS AT SMP NEGERI 7 KUPANG”**

Demikian Surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kupang, 15 Januari 2026

PLT Kepala UPTD SMPN 7 Kupang,



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Judul Skripsi : **THE ROLE OF THE THINK-PAIR-SHARE  
STRATEGY TO IMPROVE THE EIGHTH GRADE  
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